



MILITARY MAGNET ACADEMY

2950 Carner Avenue
North Charleston, SC

Grades	6-12 High School	
Enrollment	514 Students	
Principal	Anderson W. Townsend	843-745-7102
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mrs. Ruth Jordan	843-345-4529

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Good	Good
2009	Excellent	Excellent
2008	Excellent	Excellent
2007	Average	N/A
2006	N/A	N/A

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	13	5	13

* Ratings are calculated with data available by 03/24/2011.

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our High School			High Schools with Students Like Ours		
Percent	2008	2009	2010	2008	2009	2010
Passed 2 subtests (%)	82.0%	81.3%	81.6%	65.8%	56.9%	61.7%
Passed 1 subtest (%)	14.8%	14.1%	15.8%	16.8%	21.1%	19.3%
Passed no subtests (%)	3.3%	4.7%	2.6%	17.9%	24.1%	21.3%

HSAP Passage Rate by Spring 2010

	Our High School	High Schools with Students Like Ours
Percent	91.5%	83.3%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2009*	2010	2009*	2010
Number of Students in Four-Year Cohort	53	57	124	146
Number of Graduates in Cohort	47	52	81	95
Rate	88.7%	91.2%	59.6%	65.6%

*Used to calculate current AYP.

End of Course Tests

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	65.8%	58.5%
English 1	78.0%	50.8%
Physical Science	63.5%	34.3%
US History and the Constitution	43.5%	24.8%
All Tests	63.9%	41.2%

* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n=514)				
Retention rate	3.5%	Down from 4.0%	5.3%	3.7%
Attendance rate	96.2%	No Change	94.1%	95.4%
Eligible for gifted and talented	7.7%	Up from 4.4%	3.9%	12.4%
With disabilities other than speech	4.2%	Down from 4.5%	13.8%	12.8%
Older than usual for grade	3.7%	Down from 4.0%	14.6%	9.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	5.1%	Down from 5.2%	2.2%	1.1%
Enrolled in AP/IB programs	8.5%	Down from 11.2%	8.1%	13.1%
Successful on AP/IB exams	N/A	N/A	25.2%	50.4%
Eligible for LIFE Scholarship	29.4%	Up from 29.2%	26.2%	30.4%
Annual dropout rate	0.8%	Down from 1.2%	2.5%	3.1%
Career/technology students in co-curricular organizations	1.6%	Up from 0.0%	3.8%	2.2%
Enrollment in career/technology courses	186	Up from 171	277	424
Students participating in work-based experiences	2.1%	Down from 18.8%	8.0%	11.7%
Career/technology students attaining technical skills	80.2%	Up from 80.1%	74.2%	78.7%
Career/technology completers placed	N/A	N/A	97.1%	98.5%
Teachers (n=44)				
Teachers with advanced degrees	47.7%	Up from 40.9%	55.7%	60.4%
Continuing contract teachers	47.7%	Down from 54.5%	60.4%	76.6%
Teachers with emergency or provisional certificates	30.3%	Up from 23.5%	16.6%	6.5%
Teachers returning from previous year	77.4%	Up from 76.4%	78.0%	86.8%
Teacher attendance rate	98.2%	Up from 96.7%	96.2%	95.8%
Average teacher salary*	\$41,972	Down 0.9%	\$44,706	\$47,390
Professional development days/teacher	15.2 days	Down from 16.0 days	10.6 days	10.0 days
School				
Principal's years at school	9.0	Up from 8.0	3.0	4.0
Student-teacher ratio in core subjects	20.0 to 1	Up from 16.7 to 1	22.5 to 1	25.8 to 1
Prime instructional time	94.1%	Up from 92.2%	89.1%	90.1%
Dollars spent per pupil**	\$9,662	Up 5.5%	\$9,819	\$7,974
Percent of expenditures for teacher salaries**	56.1%	Down from 57.3%	52.7%	55.4%
Percent of expenditures for instruction**	59.0%	Down from 61.4%	59.5%	60.4%
Opportunities in the arts	Good	No Change	Good	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.9%	97.4%	96.0%
Character development program	Excellent	No Change	Good	Good
Modern language program assessment	Good	Up from Below Average	Average	Average
Classical language program assessment	N/A	N/A	N/A	Average

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Performance By Student Groups

	HSAP Passage Rate by Spring 2010		End of Course Tests Passage Rate		On-time Graduation Rate, 2010		
	n	%	t	%	n	%	Met AYP Objective
All Students	47	91.5%	302	63.9%	57	91.2%	Yes
Gender							
Male	29	96.6%	144	70.1%	35	88.6%	N/A
Female	18	83.3%	158	58.2%	22	95.5%	N/A
Racial/Ethnic Group							
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	40	92.5%	267	62.5%	48	93.8%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	28	71.4%	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	N/A	N/A	22	54.5%	N/A	N/A	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	20	65.0%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	41	95.1%	249	65.5%	48	93.8%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

The Military Magnet Academy is a caring school where all cadets are challenged to learn every day. The Military Magnet Academy prepares students to become competent, disciplined, and responsible citizens by providing the necessary learning environment. The Military Magnet Academy is committed to student academics, extracurricular activities, and parent and community involvement. The academic program develops the "whole person" by providing a foundation for success in today's world of high technology.

At the Military Magnet Academy, a schoolwide remediation program is implemented to target all students. Students with the highest needs also receive computer-assisted tutoring using Voyager, Academy of Reading/Math, Study Island, and APEX software. An afterschool homework center and tutorial program are made available to all cadets for two hours after school on Monday, Tuesday, Wednesday, and Thursday, for four hours on Saturday mornings, and for one hour before school daily.

A Saturday tutorial program developed for all cadets and parents enhances parental involvement. A PASS night for parents is offered once quarterly to share PASS study tips and test-taking techniques. All cadets are required to participate in the twenty-five book campaign and Independent Reading programs. Awards are provided to students who received points for completing reading assignments. Teachers differentiate instruction and use cooperative learning with heterogeneous grouping in the classrooms to develop teamwork and enhance student achievement. The military tactical officers conduct instructional training to reinforce academic and basic military skills taught in the classrooms. Quarterly benchmark tests are given to assess student progress.

An attempt to improve the delivery of academic instruction is accomplished by providing teachers with training on coherent curriculum, cooperative learning, curriculum alignment, and standards implementation. Quality initiatives for teacher training are supported as teachers are encouraged to attend workshops and conferences. MMA is accredited by the Southern Association of College and Schools.

Anderson W. Townsend, Principal
James McClain, School Improvement Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	52	43	46
Percent satisfied with learning environment	86.5%	90.7%	90.9%
Percent satisfied with social and physical environment	92.3%	88.4%	87.0%
Percent satisfied with school-home relations	46.2%	83.7%	75.6%

* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Adequate Yearly Progress	YES
---------------------------------	-----

This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	CA-DELAY
---------------------------	----------

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality Data

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	3.8%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	8.6%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.5%	0.0%	No

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
--	----------------------------------	----------	---------------	---------	--------------	------------	-------------------------------------	---------------------------------------	------------------------------------	------------------------------	--------------------------------

English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	76	100	9.3	50.7	28	12	53.3	69.8	65.9	Yes	Yes
Male	32	100	6.3	53.1	28.1	12.5	53.1	67.3	60.8	N/A	N/A
Female	44	100	11.6	48.8	27.9	11.6	53.5	72.3	71	N/A	N/A
White	1	I/S	I/S	I/S	I/S	I/S	I/S	91.6	77.5	I/S	I/S
African American	69	100	8.8	51.5	27.9	11.8	51.5	48.4	49.7	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	87.2	80.2	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	62.6	56.8	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	65.9	I/S	I/S
Disabled	7	I/S	I/S	I/S	I/S	I/S	I/S	28.3	21.3	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	54.7	47.3	I/S	I/S
Subsidized meals	64	100	10.9	50	26.6	12.5	53.1	50.2	51.5	Yes	Yes

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	76	100	12	56	22.7	9.3	50.7	64.2	62.3	Yes	Yes
Male	32	100	6.3	50	37.5	6.3	68.8	66.5	61.7	N/A	N/A
Female	44	100	16.3	60.5	11.6	11.6	37.2	62	63	N/A	N/A
White	1	I/S	I/S	I/S	I/S	I/S	I/S	86.8	75	I/S	I/S
African American	69	100	13.2	55.9	20.6	10.3	50	41.8	44	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	87.2	85.5	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	58.9	56.7	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	62.5	I/S	I/S
Disabled	7	I/S	I/S	I/S	I/S	I/S	I/S	25.7	22.1	I/S	I/S
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	59.3	52.6	I/S	I/S
Subsidized meals	64	100	14.1	54.7	21.9	9.4	46.9	43.1	48.1	Yes	Yes

Physical Science (End-of-Course Test performance by Group)

All Students	76	100.0	63.2	23.7	6.6	6.6	13.2	N/A	N/A	N/A	N/A
Male	32	100.0	65.6	15.6	12.5	6.3	18.8	N/A	N/A	N/A	N/A
Female	44	100.0	61.4	29.5	2.3	6.8	9.1	N/A	N/A	N/A	N/A
White	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
African American	69	100.0	62.3	23.2	7.2	7.2	14.5	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	7	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsidized meals	64	100.0	62.5	21.9	7.8	7.8	15.6	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

Two-Year HSAP Trend Data										
	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*
English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)										
All Students	2009	64	100	4.7	45.3	40.6	9.4	68.8	64.1	61.8
	2010	76	100	9.3	50.7	28	12	53.3	69.8	65.9
Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)										
All Students	2009	64	100	18.8	42.2	26.6	12.5	53.1	62.9	62.7
	2010	76	100	12	56	22.7	9.3	50.7	64.2	62.3

* Adjusted to account for natural variation in performance.